

Assessment Policy - 002223

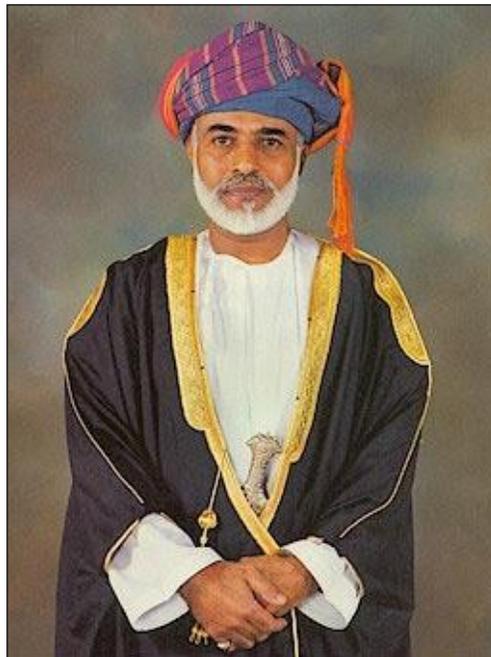
October 2019



Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university.

The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students”



THE SULTAN'S SCHOOL

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

ASSESSMENT POLICY AT THE SULTAN'S SCHOOL

1. PRINCIPLES: WHAT IS ASSESSMENT?

- Assessment is the continuous measurement of how well a student has attained the aims and objectives of a course. It is an integral part of the curriculum; it is derived from curricular goals.
- Assessment should take into account a variety of learning styles.
- Assessment should be differentiated to account for the diverse backgrounds of learners.
- It should provide the basis for reporting, based on supportable evidence and practices.
- Assessment should encompass knowledge, skills gained, understanding and attitudes.
- It should be monitored, evaluated and regularly reviewed by teachers and the department.

2. PRINCIPLES OF ASSESSMENT PRACTICE

- Assessment should be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).
- Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, practical work, exhibitions, performance, tests and examinations, peer and self-assessment).
- Assessment should be criteria-referenced, so that students are assessed against published, agreed, learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students.
- Assessment should measure what students understand, what they can do and what they know.
- Assessment should be on-going and reflective and allow students to evaluate their progress and set targets for improvement; it should enable the school to evaluate the measure of success in meeting specific learning objectives.
- IB courses are designed to be synoptic rather than modular. That is, they are created to foster higher level thinking and application of skills rather than merely recall large quantities of knowledge. Students are required to recall, adapt and apply knowledge and skills to new situations. The implications of what is taught in each course are therefore significant in the following ways:
 - Every course has a knowledge component, an understanding component and an application component, all of which, if they are done well, fit seamlessly together.
 - Theory of Knowledge and International mindedness links are identified within individual unit plans.
 - Skill development is to be constantly reinforced in a learning spiral. Once a skill is learned it must be reinforced by applications to new situations or material.
 - Since the syllabus content of each course is substantial, it is vital that each course develop and reinforce excellent time management and study habits.

3. ASSESSMENT FOCUS AND FEATURES

3.1 The focus of assessment should cover the following:

- Standards (see IBDP grade descriptors in Appendix 1);
- Application of knowledge or principles;
- Transfer of knowledge or principles;
- Processes;
- Product, e.g. a piece of written work, a talk or presentation, etc.;
- Growth of the student's knowledge or understanding;
- Knowledge;
- Curriculum: how a section of work fits into the wider pattern of knowledge;
- Skills.
- Appropriate referencing – (see the Academic Honesty Policy)
- Communication and presentation to incorporate international subject specific conventions

3.2 Assessment can include the following features:

- Tests;
- Quizzes;
- Written assignments;
- Criteria / rubrics;
- Collaboration;
- Observation;
- Reflection;
- Goal setting;
- Self-Evaluation;
- Peer assessment;
- Open ended tasks;
- Internal and external assessment;
- Plagiarism checking using software such as *Turnitin* (see the Academic Honesty Policy).

4. ROLES AND RESPONSIBILITIES

4.1 It is the responsibility of the **IBDP coordinator**, in conjunction with the school management:

- To communicate with students and parents the expectations of the programme;
- To provide supporting information about the nature of subject assessments to parents and students;
- To provide a calendar of assessment due dates and the exam schedule at the Diploma level;
- To monitor teacher-designed instruction, pacing and assessment to ensure it is in line with IB curriculum outcomes;
- Monitor and provide instruction for purposes where the assessment has been revised by the IBO;
- Collect data from each teacher as to how students are progressing and assist teachers in interpreting that data to inform instruction;
- To provide guidance in the selection of course alternatives as well as level (HL or SL) as will meet student program needs.

4.2 Responsibilities of the **teacher**:

4.2.1 It is the responsibility of the teacher to provide students, at the beginning of each course, with a relevant course syllabus which contains the following:

- The course content as dictated by IB;
- The nature of the summative assessments required by IB;
- The relative weight of these assessments for the student's achievement of the aims of the course;
- A breakdown of the skills and a direction of the sequence of instruction required to be successful and the progression in which they will be taught and reinforced;
- The nature of the formative assessment tasks that will provide skill growth;
- The rubrics by which all formative and summative assessments are judged by IB and by the teacher;
- Teacher expectations as to deadlines, due dates, content, assignment format, assignment turn in procedures, academic honesty, and treatment of late work.

4.2.2 Teachers will also be expected to collect, report, and utilise data in the following manner:

- Report to students and parents on student progress
- Post grades in a timely manner
- Reflect on the effectiveness of instruction and on assessment instruments

4.3 It is the responsibility of the **student** to:

- Observe all regulations and criteria in the production of assessments or the taking of examinations, and to behave ethically as outlined in the Code of Academic Honesty;
- Participate in the formative assessments to grow in concept, skill, and strength of knowledge;
- Reflect on progress for improvement;
- Meet all internal deadlines as prescribed by the teacher and the school;
- Seek help when the student does not understand a concept, skill or background knowledge;
- Attend class regularly to receive the benefit of instruction and practice;
- Be organised with materials and assignments ready for class;
- Bring into the classroom a willingness to grow in the Learner Profile.

See also:

Academic Honesty Policy for The Sultan's School;
IBDP Assessment Calendar.

5. **Standardisation of Assessment**

All assessments at IB are based on IB examination questions utilising past mark schemes and mean grade boundaries for summative assessments. All internally assessed work follows departmental and IB protocols including moderation prior to uploading student data.

6. **National requirements**

The educational requirements of the Ministry of Education in Oman (MoE) are entirely independent of the IB curriculum. Students are assessed on Islamic and Social studies; material which is not found in any of the IB courses on offer at the school. Students are assessed in January and June of their second year of IB DP. Parents and students take the MoE examinations very seriously as scholarships for university entrance are based on their results.

7. Formative and Summative assessment

All students receive regular formative assessments and meaningful feedback. Summative assessments contribute to the attainment grades recorded on the student reports. A formal summative assessment, adhering to all IB examination regulations, including reading time, desk space, examination duration and papers etc. takes place at the end of Term 3 in DPI (end of year examinations) and the start of Term 2 in DP2 (Mock examinations). The attainment grades in the Mock examination are fundamental in proposing IB predicted grades.

Appendix 1: Grade Descriptors for the IB Diploma

Appendix 2: Diploma Program Internal Assessment Tasks, External Assessments and Examinations

Appendix 3: Recording and Reporting Timetable

Appendix 5: Procedures for Access Arrangements (See Learning Support Policy)

Appendix I: Grade Descriptors for the IB Diploma

Grade	Descriptors
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
1	Minimal achievement in terms of the objectives

Appendix 2: Diploma Program Internal Assessment Tasks, External Assessments and Examinations

Group 1	Subject Language and Literature	Internal Assessment Individual Oral Commentary	External Assessment Written Examinations Written Tasks
2	Language B Language ab initio	Individual Oral Commentary Individual Oral Assessment	Written Examinations
3	Business & Management Economics Geography ITGS	Research Project / Written Commentary Portfolio Fieldwork Written Report	Written Examinations Written Examinations Written Examinations Written Examinations
4	Biology / Chemistry / Physics / ESS / SEHS / Computer Science	Group 4 Project Experimental investigations	Written Examinations
5	Mathematics Studies SL Mathematics SL / HL	Project Exploration	Written Examinations Written Examinations
6	Theatre	Collaborative Project	Solo Theatre piece Directors notebook Research presentation All examined externally by examiner via uploads on IBIS
6	Visual Art	Exhibition	External Assessment done by examiner via uploads on IBIS of Process Portfolio and the Comparative study
Core	Extended Essay	N/A	Research Essay
Core	Theory of Knowledge	Presentation	Essay Submitted Electronically

Appendix 3: Recording and Reporting Timetable 2019-2020

Month	Year Groups	Description
October	7-13	Progress reports Issued
December	7-10 & 12	Reports Issued
February 2020	11 & 13	Mock Examination Reports Issued
March 2020	7-10 & 12	Reports Issued
June 2020	7-10 & 12	Reports Issued

Appendix 4: Internal Assessment Calendar class of 2021

TSS IBDP Assessment Calendar 2019-21 Version 1 Class of 2021

November 2019

Sunday 24 th November	Extended Essay launch (in ToK classes)

December 2019

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January 2020

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February 2020

Sunday 2 nd February	Group 4 Data collection
Sunday 2 nd February	Extended Essay Supervisors assigned
Saturday 8 th – 10 th Feb.	Geography Fieldwork trip*

March 2020

Tuesday 18 th March	Group 4 Project presentations

April 2020

8 th & 9 th April	English IOC Mocks
22 nd & 23 rd April	English IOC Final

May 2020

3 rd to 14 th May	End of year Examinations* (Approximately)
17 th May – 21 st May	ToK Presentations – In class

June 2020	
7 th to 11 th June	ToK Presentations – In class

IB2

September 2020	
1 st to 30 th September	ToK Presentations – In class
Thursday 10 th September	<i>Extended Essay – full first draft due after being submitted to Turnitin</i>
Sunday 13 th September	<i>Geography IA First Draft</i>
Sunday 20 th September	
Sunday 27 th - 8 th Oct.	<i>Chemistry/ESS IA practical work - in class (SL students 6 lessons)</i>

October 2020	
Sunday 11 th October	Internal UCAS deadline for Cambridge, Oxford and Medicine/Dentistry Extended Essay – Final
Thursday 15 th October	First draft Chemistry /ESS IA Deadline
Sunday 18 th October	
Sunday 18 th – 29 th	Physics/Biology IA practical work - <i>in class (SL students 6 lessons)</i>
Sunday 25 th October	<i>ITGS IA first draft</i>
Tuesday 27 th October	<i>EE viva voce – Reflection 3 completed on Managebac</i>
Thursday 29 th October	<i>Mathematics SL/HL Exploration –First Draft</i>

November 2020	
Thursday 5 th November	<i>Biology / Physics – Experimental Investigations - First Draft</i>
Sunday 8 th November	Chemistry / ESS – Experimental Investigations - Final
8 th -12 th November	Arabic A IOC Practise in class Arabic B IOA Practise in class
Thursday 14 th November	Business and Management HL – Research Project – <i>First Draft</i> Business and Management SL – Written Commentary - <i>First Draft</i>

18 th -19 th November	Arabic A IOC Final Arabic B IOA Final
22 nd – 24 th November	English B IOA Practise in class
Sunday 22 nd November	Geography IA Final
25 th – 26 th	English B IOA Final
Thursday 26 th November	<i>Computer Science IA first draft</i>
Sunday 29 th November	Biology / Physics - Experimental Investigations - Final

December 2020	
Sunday 6 th December	Maths HL/SL – Exploration – Final
Sunday 13 th December	<i>Visual Arts – Mock Submission</i>

January 2021	
Sunday 3 rd January	Internal deadline for the UCAS regular 15 th January deadline
4 th -22 nd January	Mock Examinations**
Sunday 17 th January	ITGS Project – Final
Sunday 24 th January	Computer Science Final
Thursday 28 th January	English Written Tasks - Final
Sunday 31 st January	

February 2021	
Sunday 7 th February	Business and Management HL – Research Project - Final Business and Management SL – Written Commentary - Final
Sunday 14 th February	Theory of Knowledge – Essay - Final
Sunday 21 st February	Visual Art – Studio Pieces & Workbook Final
Sunday 28 th February	Arabic A Written Tasks – Final

March 2021	
Sunday 7 th March	Visual Art – Final Submission
Sunday 14 th March	CAS – Completed

April 2021	
Sunday 4 th April	Application to HEAC by Y13 – Starts***

May 2021	
3 rd – 28 th May	Final Examinations*
Thursday 27 th May	Application to HEAC by Y13 – Ends***

June 2021	
Islamic & Social Final Examinations***	
Application to HEAC by Y13 – Ends ***	

July 2021	
Tuesday 6 th July	IB Results*

*To be confirmed

**Mock Examinations are subject to change depending on the timing of MoE examinations

*** To be confirmed by the MoE

Updated 29th September 2019

Appendix 5: Procedures for Access Arrangements (See Learning Support Policy)

Applications for Access and Inclusion in the IBDP

The IB Coordinator is responsible for processing all online applications through IBIS.

The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements.¹

The information detailed below is a segment from the IBO Access and Inclusion Policy, November 2018. A full copy of this is available on request.

Deadline for submission of request for inclusive access arrangements

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

2.5 Evidence required (supporting documentation)²

2.5.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

2.5.2 A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

2.5.3 The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

2.5.4 All supporting documentation must:

¹ 2.1.4 IBO Access and Inclusion Policy - November 2018

² IBO Access and Inclusion Policy – November 2018

- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator's request for access arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

Furthermore, all psychological/psycho-educational reports must:

- state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

2.5.5 All language test reports for additional language learners must:

- state the standardized language test used
- state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in section 5.2 and 5.3 of this document.

Examples of Inclusive Arrangements

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No